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ABSTRACT

Idaho's "Schools 2000 and Beyond--An Action Plan for Idaho" report (1992) identified 12 strategies for improving student performance in its elementary and secondary schools. One of them, a "transition to a performance-based system," suggests a process that first describes what students ought to learn and how they should be able to apply or use that information, and then measures the extent to which students reach those goals. Individual school districts in Idaho will decide whether or not to implement a performance-based education system. This handbook provides information to school districts about performance-based education and the development of other accountability strategies. Sections provide information on the following: performance-based education, the roles of the school district and the state, the state educational vision, curricular goals for each subject area, exit performance standards, the statewide testing program, and performance-based accreditation programs. The handbook includes goals for each subject area, performance objectives, and sample progress indicators. The addendum contains charts for use in school-improvement workshops. (LMI)

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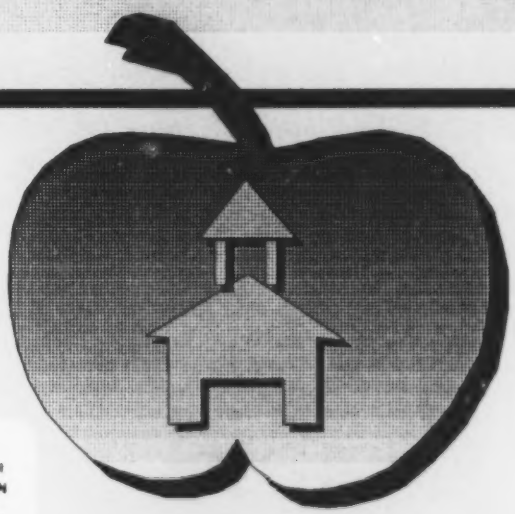
EDUCATION REFORM IN IDAHO

IMPLEMENTING PERFORMANCE BASED EDUCATION

A Handbook for School Districts



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Goals and Testing Commission

Idaho School Reform Committee

EA 026 501

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STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

June 1, 1994

Idaho's "Schools for 2000 and Beyond" report identifies 12 strategies for improving student performance in our elementary and secondary schools. One of them, a "transition to a performance based system," suggests a process that first describes what students ought to learn and how they should be able to apply or use that information, and then measures the extent to which students reach those goals. A Goals and Testing Commission appointed by the State Board of Education has met regularly to discuss the merits of a performance based process, design Idaho's process, field test ideas, and suggest ways school districts might implement this concept.

The decision to implement a performance based education system will be made for each district by its elected trustees and superintendents working with teachers, parents, and interested school patrons. Some Idaho districts have been using a form of performance based education for years; some may decide not to implement the process at all. Because this is a local decision, the result will not be the same in any two districts.

The Goals and Testing Commission prepared this document to provide information to school districts that want to know more about performance based education, or that want suggestions on how to develop their own strategies and accountability processes. This is not a "final" report; new ideas will be studied, tested, and refined at both the state and local levels. Yet it does offer a wealth of information on Idaho's approach to performance based education.

Literally hundreds of Idaho teachers, parents, and students helped bring this strategy to life. We are grateful for their interest, their patience, and their frank suggestions on how to improve what we are doing now in schools all over the state. That, after all, is the purpose of school reform: to improve student performance and to give students the knowledge and skills they will need well into the future.

Jerry L. Evans

JERRY L. EVANS
State Superintendent
of Public Instruction

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IMPLEMENTING SYSTEMIC EDUCATION REFORM IN IDAHO
PERFORMANCE BASED EDUCATION

In 1990 and 1991, three school reform plans were developed and submitted to state officials:

- A committee appointed by Governor Cecil D. Andrus and State Superintendent of Public Instruction Jerry L. Evans developed a set of school reform proposals.
- A committee established by 25 major Idaho businesses developed another set of proposals (the Idaho Education Project).
- A committee on Hispanic education, appointed by the State Board of Education, developed another set of reform proposals.

In 1991, the State Board of Education ordered a compilation of these proposals. Two committees were established: a "Schools 2000 Committee" now called the "Idaho School Reform Committee" and a "Goals and Testing Commission." A consolidated report was released in 1992 titled "Schools 2000 and Beyond - An Action Plan for Idaho." The action plan lists, among other things, 12 priorities including moving Idaho toward a performance based education system. The Goals and Testing Commission was charged with the necessary effort to move Idaho toward that priority.

A performance based education system clearly defines

- *what students should know and be able to do when they leave our system.*
- *what we do (curriculum, instruction, and assessment) to ensure that students achieve identified standards that lead to what they should know and be able to do.*
- *how we assess students and evaluate the system so that we know all components and factors affecting the system are working toward helping students achieve.*

The desired result is accountability in what we do with students.

To support systemic change in Idaho, the State has developed this Performance Based Education handbook for school district use. The handbook consists of the following sections.

- Performance Based Education
- The Roles of the School District and the State
- Curricular Goals for Each Subject Area
- Exit Performance Standards
- Statewide Testing Program
- Performance Based Accreditation Programs
- Addendum of Charts for Workshops

In addition, the State Department of Education has a curricular content guide and framework for each subject area that outlines goals, performance objectives and sample progress indicators. The State Department of Education is prepared to assist schools in implementing a performance based education system that meets their needs.

PERFORMANCE BASED EDUCATION

What is performance based education?

Performance based education focuses on what students are expected to know and be able to do with what they have learned -- both by the time they finish school and at various checkpoints ("benchmarks") along the way. From time to time, students are tested to make sure they are progressing satisfactorily toward meeting these high standards.

What are the main components of performance based education?

There are four: high standards focused on achievement or results; curricular standards (what should be taught); testing and assessment (what should be tested); and increased accountability (reporting results of student achievement).

Performance based education sets high standards for students that focus on achievements or results. Sometimes called "standard-based" or "results-based" education, this approach answers the question "If we don't know where we are going, how do we know when we get there?" for each student and for the education system. We know where we are going because we establish rigorous standards for subject areas; we know when we get there because students are tested or assessed in a variety of ways to measure their success in, or progress towards, meeting those standards.

Thus, setting curricular standards -- that is, determining what should be taught, and why that is important -- is critical to a performance based education system. In Idaho, subject matter standards have been developed for mathematics, language arts, science, social studies, comprehensive health education, physical education, fine arts, foreign language, humanities, and vocational-technical education. The standards are set forth in each curricular content guide and framework document and describe the scope and sequence of instruction and learning (what should be taught and learned, and in what order and time frame) for each area.

Student progress and success is measured through a broad-based testing and assessment program. Along with traditional classroom quizzes and exams, Idaho will continue using standardized national tests both to measure the individual student's progress and to compare the overall performance of Idaho students with their peers throughout the nation. To judge student performance -- that is, whether a student can use knowledge in a practical way -- Idaho will continue its 12-year-old Direct Writing Assessment (DWA). Rather than asking students "how" to write (a traditional test), the DWA gives students a chance to write essays that are rated on the basis of composition, spelling, punctuation, and grammar. In other words, the students "perform" writing. New performance assessments are now available in mathematics and in interdisciplinary studies. Idaho will also continue to take part in National Assessment of Educational Progress (NAEP) trial assessments to be part of a national measurement effort.

Performance based education improves the level of accountability to parents, patrons, school officials, and students themselves. A multi-year, multi-purpose testing and assessment program provides much more information than periodic standardized testing. In addition, results will be measured against defined objectives for learning and using information, providing a more accurate picture of how well both the individual student and the system as a whole meet Idaho's educational standards.

How can I review what those expectations are?

Each subject area curricular content guide and framework includes more than scope and sequence of instruction. For each subject area, the framework describes content standards (the basic skills and the concepts that students should know or be able to do with that knowledge), benchmarks to judge progress along the way, exit performance standards that describe the final expectations for high school graduates, sample progress indicators that show how student progress and achievement will be measured in each subject area, and scoring standards that will be used to rate student performance.

What is the expanded testing and assessment program?

In 1994, the Idaho State Department of Education asked for and received legislative support for an expanded testing and assessment program, one intended to measure student progress at more times and in more ways to collect more information about both the individual student and the educational system in its entirety. The new testing and assessment program includes:

- Continuing the national standardized Test of Achievement and Proficiency for high school juniors.

- Continuing the national standardized Iowa Test of Basic Skills for eighth grade students, but substituting fourth grade testing for sixth grade testing. Thus between the TAP and the ITBS, students will be tested at the elementary, middle or junior high, and high school levels, both to measure the individual student's progress and to compare the overall performance of Idaho students with their peers throughout the nation.

- Switching to a Form K of the ITBS. The Form K test will be given in the fall, which means the classroom teacher will get results on that year's students. In addition, the Form K questions have been updated and are more relevant to students.

- Continuing the Direct Writing Assessment for eighth and eleventh grade students, and adding a fourth grade DWA for earlier identification of any reading, writing, or language arts problems.

-- Adding a new Performance Math Assessment at the fourth and eighth grade levels to measure how well students understand problems, solve them, and defend the results.

-- Adding Interdisciplinary Performance Assessments for students in ninth, tenth, eleventh, and twelfth grades. Interdisciplinary assessments cross subject-matter lines, requiring students to work with several subjects, in and out of class, in teams or as individuals, using a variety of research, technology, writing, and oral presentations.

-- Continuing Idaho's voluntary participation in future National Assessment of Educational Progress trial assessments. NAEP testing in various subjects gives Idaho a chance to measure its students' performance against students in other states.

Does moving to a performance based system of education mean doing away with existing programs?

No. The main differences will be a sharper, clearer explanation of what Idaho expects of its students by the time they graduate and at "benchmarks" along the way; a greater variety of ways to measure whether students are succeeding; and a greater emphasis in classrooms on why basic skills and new information are important and how they can be used in practical ways.

Isn't there some risk if we shift to a different approach to education?

Performance based education is not really new. In fact, performance based measurements are already used throughout Idaho's school system -- in the 12-year-old Direct Writing Assessment program, for example, or in many classes such as shop or home economics or chemistry where students are asked to demonstrate how to use their knowledge. While other states are struggling with how to implement performance based systems, Idaho can draw on its own experience to simply expand what it is already doing.

Just as important, businesses and government are increasingly relying on performance based evaluations. In 1993, for example, the Idaho Legislature began establishing its own performance evaluation program for state agencies that, like the educational version, sets goals, develops indicators for judging success or failure, and measures achievements through a performance audit program.

How does a shift to a performance based education system relate to the priorities in "Schools for 2000 and Beyond," Idaho's strategic plan for school reform?

A shift to a performance based system of education is one of 12 school reform priorities identified in the plan. Others are early childhood education, improved parent participation, student motivation and success, conversion to high technology, improved training and preparation of educators and school officials, attention to Hispanic and other minority students, site-based management, improved teacher compensation, an increased high school graduation rate, smaller classes, and reduced student-counselor ratios.

No one of these stands alone, and no one reform plan is right for every school. "Schools for 2000 and Beyond" suggests that each district and each school develop its own plan for school reform, and that each plan looks at "systemic" changes that permeate the entire school.

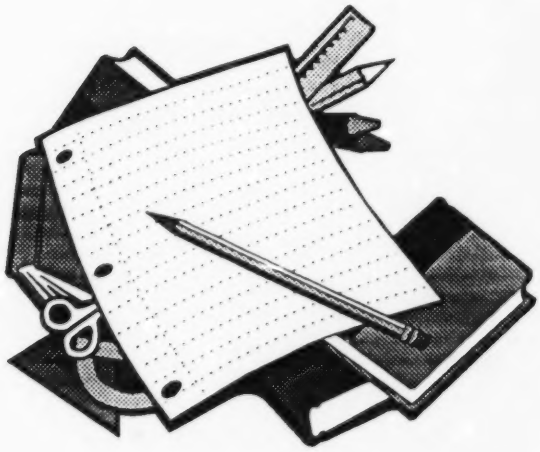
ROLES OF THE SCHOOL DISTRICTS AND THE STATE IN IMPLEMENTING PERFORMANCE BASED EDUCATION

	ACTIVITIES AT THE DISTRICT LEVEL	STATE RESOURCES WHICH SUPPORT DISTRICT PLANS
1.	Develop a School Improvement Plan	State Strategic Plan - "Schools for 2000 and Beyond"
2.	Develop High Standards Which Align With State and National Standards	Curricular Frameworks Curricular Goals Exit Performance Standards
3.	Expand and Implement Statewide Testing and Assessment	An Expanded and Enhanced Testing and Assessment Program
4.	Increase Accountability	An Alternative Elementary and Secondary Accreditation Program
5.	Provide Training for Teachers, Principals, Superintendents, School Trustees, Parents and Community Members	Regional, District or School Workshops

SUBJECT AREA CURRICULAR GOALS

Introduction

The **Goals and Testing Commission** has approved a vision for all Idaho high school graduates and a set of state curricular goals for comprehensive health education, fine arts and humanities, foreign languages, language arts, mathematics, physical education, science, social studies, and vocational and technical education. The goals describe in a general way what students will learn, and will provide direction as schools design their own program of instruction in each subject area. Each subject area curricular guide and framework, published by the Department of Education, further describes and elaborates on the general subject area goals.



VISION

Through equal access to quality education, all Idaho high school graduates will understand and value lifelong learning, and possess the knowledge, skills and attitudes necessary to:

- learn,
- use critical thinking and reasoning ability to solve problems,
- work independently and in groups,
- communicate effectively in all forms,
- understand, integrate, and use information and knowledge,
- maintain personal, emotional, and physical well-being,
- contribute to society as caring, responsible, and thoughtful citizens, and
- understand and appreciate ethnic and racial differences.

The term *all Idaho high school graduates* means students from a broad range of backgrounds and circumstances, including disadvantaged students; students with different racial and ethnic backgrounds; students with disabilities; students with limited English proficiency; and academically talented students.

GOALS

The vision will be realized if the goals as described in these major programs of study are reached:

- Comprehensive Health Education
- Fine Arts and Humanities
- Foreign Languages
- Language Arts
- Mathematics
- Physical Education
- Science
- Social Studies
- Vocational and Technical

COMPREHENSIVE HEALTH EDUCATION

GOAL 1 All students will have equal access to a comprehensive health education program.

Students must be provided the necessary facilities and resources, from buildings to computers, to study and learn comprehensive health education.

GOAL 2 All students will have knowledge and information regarding contemporary health issues and thus will be able to analyze the quality of personal and societal health decisions.

Health education develops a heightened sense of personal and social responsibility for health decision-making.

GOAL 3 All students will demonstrate problem-solving, decision-making, communication, and interpersonal skills necessary to develop healthy lifestyles and become positive role models.

Effective problem-solvers make good decisions about their own health and the health of their families and communities.

GOAL 4 All students will develop positive self-esteem and confidence about their ability to make healthy choices.

Health education promotes the development of a strong self-concept and increases opportunities for personal health and success.

GOAL 5 All students will function effectively in a variety of oral, written, and listening communication situations.

To be a healthy individual and to foster healthy relationships, students need to be able to communicate effectively with others, including people from a variety of ethnic and racial backgrounds.

GOAL 6 All students will help one another adopt health-enhancing behaviors and will seek additional support, when necessary, from friends, family, and other relevant resources.

Health decisions affect and are affected by self, family, friends, work place, community, and world.

GOAL 7 All students will apply health principles in maintaining or restoring personal, community, and global health.

Positive health habits and lifestyles contributes to an enhanced quality of life.

FINE ARTS AND HUMANITIES

Goal 1 All students will have access to a balanced and comprehensive program of instruction in the fine arts that develops the individual as a creator, performer, and observer of the arts.

Fine arts instruction helps students become literate and productive members of society.

Goal 2 All students will be familiar with the principal events, personalities, achievements, and ideas of history, with emphasis on the development of Western civilization.

Students with historical perspective are better able to analyze and reflect on the events and circumstances of their own lives and times.

Goal 3 All students will value the fine arts and humanities as life-long companions that enrich experience and enhance their understanding of individuals and society.

The fine arts and humanities provide for intellectual development, self-discovery, and creative expression.

Goal 4 All students will be able to ask questions about what it means to be human.

Students need to be able to make decisions about ethical and aesthetic matters, using relevant standards of evidence.

Goal 5 All students will demonstrate aesthetic sensibility and critical judgment in the fine arts, literature, philosophy, and history.

Students need to distinguish clearly between personal tastes or preferences and critical judgments based on accepted criteria.

Goal 6 All students will be prepared to consider alternative points of view on issues of concern.

Students should consider ideas and issues on their merits and be prepared to give (and to expect from others) reasoned support for their claims and judgements.

Goal 7 All students will understand culture as reflected in the humanities and fine arts.

Students need to be familiar with historical, intellectual, and artistic contexts.

FOREIGN LANGUAGES

GOAL 1 All students will have equal access to instruction and the study of a foreign language.

Students must be provided the necessary facilities and resources, from buildings to computers, to study and learn a foreign language.

GOAL 2 All students will understand, speak, read, and write the language studied well enough to satisfy basic communications needs.

Students who study a foreign language should learn an elemental, functional command of that language.

GOAL 3 All students will speak, read, and write English correctly and effectively.

One of the most common outcomes of foreign language study is a much greater insight and skill in the use of one's native language.

GOAL 4 All students will learn about the history of the language studied and of the principal countries in which the language is spoken as the native tongue.

The study of a foreign language allows the student to view history from the perspective of another national tradition.

GOAL 5 All students will know and appreciate representative works of literature, art, music, or other products of creative expression belonging to the culture to which the foreign language is native.

The study of creative expression influences and expands students' appreciation of the common humanity of all the world's people.

GOAL 6 All students will understand how language functions to shape native speakers' conceptions and perceptions of the world.

Foreign language study helps students more fully understand themselves as well as people from a variety of ethnic and racial backgrounds.

LANGUAGE ARTS

GOAL 1 All students will have equal access to instruction and the study of language arts.

Students must be provided the necessary facilities and resources, from buildings to computers, to ensure the opportunity to study and learn language arts.

GOAL 2 All students will communicate effectively in reading, speaking, writing, listening, or viewing.

To succeed in work and personal relationships, students need to be able to communicate clearly and effectively with people from different backgrounds, including other ethnic and racial groups.

GOAL 3 All students will value language arts.

An understanding of the cultural and historical evolution of the language arts helps students appreciate the role of language in the development of our society.

GOAL 4 All students will effectively use the conventions of written and spoken language.

To succeed in work and personal relationships, students need to know and be able to use language forms and style appropriate for different purposes and audiences.

GOAL 5 All students will use oral, visual and written language to find, interpret and apply information in all contexts.

The language arts are tools students use to study all other subjects and to continue lifelong learning.

GOAL 6 All students will use oral, visual and written language to solve problems and think critically.

The language arts are tools students use to identify and solve problems.

GOAL 7 All students will appreciate and enjoy oral, visual, and written language arts in a variety of forms and contexts.

Through appreciating and enjoying all the language arts, students gain sympathy for and understanding of the human condition in an historical, cultural context as well as a personal understanding of the feelings and thoughts of others.

MATHEMATICS

GOAL 1 All students will have equal access to instruction and the study of mathematics.

Students must be provided the necessary facilities and resources, from buildings to calculators, to ensure the opportunity to study and learn mathematics.

GOAL 2 All students will be exposed to the importance of mathematics in the world of work.

Students must see where and how mathematics plays a vital role in careers.

GOAL 3 All students will learn to value mathematics.

Students need numerous experiences related to the cultural, historical, and scientific evolution of mathematics so that they appreciate the role of mathematics in the development of society.

GOAL 4 All students will become confident in their own mathematical abilities.

Mathematics is a common human activity, and as a result of studying mathematics, students will have power to make practical application of that knowledge.

GOAL 5 All students will learn to reason mathematically.

Making conjectures, collecting data, and building arguments are fundamental to doing mathematics, so much so that demonstration of good reasoning should be rewarded even more than an ability to find correct answers.

GOAL 6 All students will become mathematical problem solvers.

Students' ability to solve problems is essential to being productive citizens.

GOAL 7 All students will learn to communicate mathematically.

Students' power to use mathematics is best accomplished in problem situations that require reading, writing, and discussing in concert with the manipulation of necessary symbols.

PHYSICAL EDUCATION

GOAL 1 All students will have equal access to instruction, study, and participation in a physical education program.

Students must be provided the necessary facilities and resources, from buildings to equipment, to participate in a physical education program.

GOAL 2 All students will be able to participate in a variety of physical activities.

Physical education provides an opportunity for students to develop skills, knowledge, and attitudes to remain physically active throughout life.

GOAL 3 All students will value physical activity and its contributions to a healthful lifestyle.

Physical education promotes enjoyment of and appreciation for physical activity.

GOAL 4 All students will demonstrate self-esteem and confidence in their physical capabilities.

Physical education provides opportunities for personal development and success.

GOAL 5 All students will communicate effectively using appropriate movement, writing, speaking, and listening skills.

Physical education provides unique opportunities for students to develop self-expression through movement as well as other forms of communication.

GOAL 6 All students will demonstrate problem-solving and decision-making skills necessary to participate successfully in physical activity and develop healthy lifestyles.

Participation in physical activity provides opportunities to develop good decision-making and problem-solving skills.

GOAL 7 All students will be able to assess, design, implement and maintain personalized fitness or wellness programs.

The application of fitness and wellness principles to daily living contributes to a healthy quality of life.

GOAL 8 All students will use cooperative and collaborative skills in group interactions.

Physical education provides opportunities for the development of interpersonal skills.

GOAL 9 All students will apply movement principles, develop skills, and analyze the quality of performance in a variety of settings.

Students work and play more efficiently and successfully when they understand and apply the science of movement.

SCIENCE

GOAL 1 All students will have equal access to instruction and the study of science.

Students must be provided the necessary facilities and resources, from buildings to lab equipment, to study and learn science.

GOAL 2 All students will be able to understand the scientific component of issues that broadly impact their future.

As new problems and issues arise, students must be able to make the connections between present knowledge and how that knowledge can be used to help solve problems we will encounter in the future.

GOAL 3 All students will develop skills in critical thinking, logic, and problem solving.

Tools such as mathematics and new technologies are essential for productive participation in society.

GOAL 4 All students will develop positive attitudes toward learning science.

Students who are excited and enthusiastic about the world around them and view the world from a scientific point of view will always be open to new learning.

GOAL 5 All students will become confident in their own scientific abilities.

Students need to understand and be able to distinguish between what is truly scientific and what is popular misconception or superstition.

GOAL 6 All students will understand the empirical nature of science as one method of knowing about the universe.

Science questions all things, rejects the labeling of statements as unalterable, and opens itself to continual scrutiny and modification.

SOCIAL STUDIES

GOAL 1 All students will have equal access to instruction and the study of social studies.

Students must be provided the necessary facilities and resources, from buildings to maps, to ensure the opportunity to study and learn social studies.

GOAL 2 All students will demonstrate knowledge of societal issues by gathering, analyzing, and interpreting data.

Studying the world community helps students understand how different societies influence this nation's heritage.

GOAL 3 All students will demonstrate an understanding of the history, geography, and traditions of the United States.

Good citizenship requires an informed citizenry.

GOAL 4 All students will communicate knowledge about family history and local history and geography.

Students need to see their own experiences as part of the larger human experience over time and in various places.

GOAL 5 All students will become effective citizens and take an active part in solving problems at the local, state, and national levels of government.

Students need to be informed and involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.

VOCATIONAL AND TECHNICAL

GOAL 1 All students will have equal access to vocational-technical education.

To prepare all students for occupations in a highly competitive work force, students must be provided the necessary facilities and resources, from buildings to equipment, to ensure this opportunity.

GOAL 2 All students will demonstrate the necessary job seeking, interpersonal and communication skills to obtain a job and work effectively and safely in an interactive work environment.

Students need to develop skills and attitudes necessary to effectively obtain and keep a job.

GOAL 3 All students will demonstrate competence in academic skills and be able to effectively apply those skills to life and work situations.

Student motivation to learn is based on the ability to see the application of academic skills to the work place.

GOAL 4 All students will acquire skills and knowledge in applied settings.

Vocational-technical courses provide hands-on learning and an alternative setting for developing academic skills.

GOAL 5 All students will demonstrate an understanding of how to balance work, family and citizenship responsibilities.

Students need to develop skills necessary to balance various responsibilities to be effective, contributing members of society.

GOAL 6 All students will demonstrate technical skills that reflect successful business and industry practices.

Students will be provided actual work environments integrated with school-based vocational-technical programs.

EXIT PERFORMANCE STANDARDS

Introduction

In a performance based system, instruction and learning are focused on standards that clearly describe what a student is expected to know and be able to do. The system is learner-centered, standards-based, data-driven, and embraces the belief that all students can learn. Exit performance standards describe the changes in a student that can be demonstrated at the end of a given learning experience. Effective performance based educational systems must:

1. clearly identify what is to be learned.
2. base learner progress on demonstrated achievement.
3. use multiple instructional and assessment strategies.

The Goals and Testing Commission has developed exit performance standards that define the core of an integrated set of expectations for students. The standards determine the skills and knowledge students are expected to achieve. Performance traits for each standard provide clear targets for instruction, student performance, and assessment of the student's performance. In this way instruction is focused on attainment of important standards and the target of high quality performance is clearly defined. Exit performance standards have been developed for students exiting high school. In addition, exit performance benchmarks have been developed for grades eight and four.

IDAHO EXIT PERFORMANCE STANDARDS

Secondary Students

The Idaho Exit Performance Standards for high school graduates require knowledge of basic skills in subject areas. Students' proficiency in these exit standards will be measured through a variety of tasks included in the Statewide Testing Program.

An Idaho high school graduate

- **communicates effectively.**
- **uses knowledge, information, and technology effectively.**
- **solves problems.**
- **is creative and original.**
- **determines quality.**
- **collaborates with others.**
- **is a lifelong learner.**

What follows is a more complete statement of each standard and a list of traits which describe each standard in more detail.

1. **An Idaho high school graduate communicates effectively in written, oral and multimedia forms (such as audio and video recorded presentations; charts, maps, graphs and visual aids; and computer enhanced presentations).**

LIST OF TRAITS

- **Ideas and Content -- The communication is clear, focused, interesting, and appropriate for the audience. Details and anecdotes demonstrate a command of the subject.**
- **Organization -- The communication addresses issues clearly and directly.**
- **Voice -- The communication speaks appropriately and directly to the audience in a way that is individualistic, expressive and engaging.**
- **Form -- The chosen form of communication conveys the intended message.**
- **Conventions -- The communication includes appropriate use of grammar, capitalization, punctuation, usage, spelling and paragraphing.**

2. **An Idaho high school graduate locates, organizes, and uses knowledge, information, and technology effectively.**

LIST OF TRAITS

- **Reading -- The student reads with accuracy and understanding.**
- **Active Listening -- The listener understands and evaluates verbal and nonverbal information and responds appropriately to the speaker.**
- **Identification of Sources -- Sources of knowledge and information are identified and used efficiently. Information technology is used appropriately.**
- **Organization of Information -- Information is effectively organized using clear criteria to select materials.**

3. **An Idaho high school graduate identifies and describes problems or issues and develops effective strategies for addressing those concerns.**

LIST OF TRAITS

- **Presentation of Concerns -- The problem or issue is clearly described, using figures, diagrams, or models as appropriate.**
- **Development and Implementation Strategies -- Clear and effective strategies for solving or addressing problems or issues are identified, implemented, and evaluated.**
- **Verification of Results -- Results are related to prior knowledge and evaluated for reasonableness.**

4. **An Idaho high school graduate demonstrates creativity and originality in the design, production, and presentation of activities.**

LIST OF TRAITS

- **Creativity and Originality -- Innovative methods of design, production, and presentation are developed, leading to new understanding, methods, or products.**

5. **An Idaho high school graduate critiques and evaluates the quality of work products and processes.**

LIST OF TRAITS

- **Group and Self-evaluation -- Individuals and groups are able to critique their own work and the work of others.**
- **Identification of Strengths -- Evidence of ability, talent, and knowledge are identified within the performance and related to previous performances.**
- **Identification of Weaknesses -- Areas for further improvement are identified, and discussed.**

6. **An Idaho high school graduate demonstrates the ability and skills to work collaboratively.**

LIST OF TRAITS

- **Monitor Behavior -- In group activities, the individual monitors and evaluates his or her behavior and demonstrates consideration for individual differences.**
- **Team Skills -- Active listening and participation skills are used in group activities.**
- **Provide Feedback -- Constructive comments on cooperative work are given and received.**
- **Group Functioning -- How the group does its work is assessed and managed, with conflict resolution skills used to solve problems.**
- **Ethnic and Racial Differences -- Learns to live in a changing society with mutual respect and appreciation for others.**

7. **An Idaho high school graduate demonstrates characteristics of an effective lifelong learner.**

LIST OF TRAITS

- **Vision -- Goals and priorities are identified.**
- **Self-esteem -- A positive vision of self and others is developed. A positive desire to learn is demonstrated.**
- **Initiative and Perseverance -- The desire and ability to plan, implement, and conclude a project over time is demonstrated.**
- **Responsibility -- Responsibility for personal actions is demonstrated.**
- **Adaptability -- Changes and challenges are dealt with in a positive way. Plans and actions are modified appropriately in response to changing circumstances.**
- **Skills of Strategic Learner -- A variety of strategies for learning are developed and used.**

IDAHO STUDENT PERFORMANCE BENCHMARKS

Eighth Grade Students

The Idaho Student Performance Benchmarks for eighth graders require knowledge of basic skills in subject areas. Students' proficiency in these benchmarks will be measured through a variety of tasks included in the Statewide Testing Program.

An Idaho eighth grader

- **communicates effectively.**
- **uses knowledge, information, and technology effectively.**
- **solves problems.**
- **is creative and original.**
- **determines quality.**
- **collaborates with others.**
- **is a lifelong learner.**

What follows is a more complete statement of each benchmark and a list of traits which describe each benchmark in more detail.

1. **An Idaho eighth grader communicates effectively in written, oral and multimedia forms (such as audio and video recorded presentations; charts, maps, graphs and visual aids; and computer enhanced presentations).**

LIST OF TRAITS

- Ideas and Content -- The communication is clear, focused, interesting, and appropriate for the audience. Details and anecdotes demonstrate a command of the subject.
- Organization -- Communication is organized. The order, structure, and presentation are well organized and address issues in a clear and direct manner.
- Voice -- The communication speaks appropriately and directly to the audience in a way that is individualistic, expressive and engaging.
- Form -- The communication conveys the intended message. Words, models, and symbols are used appropriately to enhance the presentation.
- Conventions -- The communication includes appropriate use of grammar, capitalization, punctuation, usage, spelling and paragraphing.

2. **An Idaho eighth grader locates, organizes and uses knowledge, information, and technology effectively.**

LIST OF TRAITS

- Reading -- Written information is read with accuracy and understanding.
- Active Listening -- Verbal information is understood by the listener and appropriate feedback is given to the speaker.
- Identification of Sources -- Sources of knowledge and information are identified and used efficiently. Information technology is used appropriately.
- Organization of Information -- Information is effectively organized using clear criteria to select material.

3. **An Idaho eighth grader identifies and describes problems or issues and develops effective strategies for addressing those concerns.**

LIST OF TRAITS

- Presentation of Concerns -- The problem or issue is clearly described, using figures, diagrams or models as appropriate.
- Development and Implementation Strategies -- Clear and creative strategies, are selected, explored, implemented and evaluated.
- Verification of Results -- Results are related to prior knowledge and evaluated for reasonableness.

4. **An Idaho eighth grader demonstrates creativity and originality in the design, production, and presentation of activities.**

LIST OF TRAITS

- Creativity and Originality -- Innovative methods in the design, production, and presentation of activities are explored and developed.

5. **An Idaho eighth grader critiques and evaluates the quality of work products and processes.**

LIST OF TRAITS

- Group and Self-evaluation -- Individuals and groups are able to critique their own work and the work of others.
- Identification of Strengths -- Evidence of ability, talent, and knowledge are identified within the performance and related to previous performances.
- Identification of Weaknesses -- Areas for further improvement are identified and discussed.

6. **An Idaho eighth grader demonstrates the ability and skills to work collaboratively.**

LIST OF TRAITS

- Monitor Behavior -- Personal behavior in group activities is monitored and consideration for individual differences is demonstrated.
- Team Skills -- Active listening and participation skills are used in group activities.
- Provide Feedback -- Constructive comments on cooperative work are given and received.
- Group Functioning -- How the group does its work is assessed and managed, with conflict resolution skills used to solve problems.
- Ethnic and Racial Differences -- Learns to live in a changing society with mutual respect and appreciation for others.

7. **An Idaho eighth grader demonstrates characteristics of an effective lifelong learner.**

LIST OF TRAITS

- Vision -- Goals and priorities are identified.
- Self-esteem -- A positive vision of self and others is developed. A positive desire to learn is demonstrated.
- Initiative and Perseverance -- The desire and ability to plan, implement, and conclude a project over time is demonstrated.
- Responsibility -- Responsibility for personal actions is demonstrated.
- Adaptability -- Changes and challenges dealt with in a positive way. Plans and actions are modified appropriately in response to changing circumstances.
- Skills of Strategic Learner -- A variety of strategies for learning are explored and developed.

IDAHO STUDENT PERFORMANCE BENCHMARKS

Fourth Grade Students

The Idaho Student Performance Benchmarks for fourth graders require knowledge of basic skills in subject areas. Students' proficiency in these benchmarks will be measured through a variety of tasks included in the Statewide Testing Program.

An Idaho fourth Grader

- **communicates effectively.**
- **uses knowledge, information, and technology effectively.**
- **solves problems.**
- **is creative and original.**
- **determines quality.**
- **collaborates with others.**
- **is a lifelong learner.**

What follows is a more complete statement of each benchmark and a list of traits which describe each benchmark in more detail.

1. **An Idaho fourth grader communicates effectively in written, oral and multimedia forms (such as audio and video recorded presentations; charts, maps, graphs and visual aids; and computer enhanced presentations).**

LIST OF TRAITS

- Ideas and Content -- The communication is clear, focused, interesting, and appropriate for the audience. Details and anecdotes demonstrate a command of the subject.
- Organization -- Communication is organized, and flows sequentially. The order, structure, and presentation are well organized and address issues in a clear and direct manner.
- Voice -- The communication speaks appropriately and directly to the audience in a way that is individualistic, expressive and engaging.
- Form -- The communication conveys the intended message in an interesting, precise, and natural way. Words, and visual aids are used appropriately to enhance the presentation.
- Fluency -- The elements of spoken communication (including pronunciation, enunciation, inflection, and projection) are developing.
- Conventions -- Written communication involves grammar, capitalization, punctuation, usage, spelling and paragraphing that enhances the overall quality of the communication. Errors tend to be few and minor so that the communication is not interrupted.

2. **An Idaho fourth grader locates, organizes and uses knowledge, information, and technology effectively.**

LIST OF TRAITS

- Reading -- Written information is read with accuracy and understanding.
- Active Listening -- Verbal information is understood by the listener and evaluated for consistency and new understanding. Appropriate feedback is given to the speaker via summary comments and appropriate questioning.
- Identification of Sources -- Sources of knowledge and information are identified and used efficiently. Information technology is used appropriately.
- Organization of Information -- Clear criteria is used to select relevant and accurate information for presentation and use.

3. **An Idaho fourth grader identifies and describes problems or issues and develops effective strategies for addressing those concerns.**

LIST OF TRAITS

- Presentation of Concerns -- The problem or issue is clearly described, using figures, diagrams, or models as appropriate.
- Development and Implementation Strategies -- Alternative strategies for solving or addressing problems and issues are identified and evaluated.
- Verification of Results -- Results are related to prior knowledge and evaluated for reasonableness.

4. **An Idaho fourth grader demonstrates creativity and originality in the design, production, and presentation of activities.**

LIST OF TRAITS

- Creativity and Originality -- Innovative methods of design, production, and presentation are explored.

5. **An Idaho fourth grader critiques and evaluates the quality of work products and process.**

LIST OF TRAITS

- Group and Self-evaluation -- Individuals and groups are able to critique their own work and the work of others.
- Identification of Strengths -- Evidence of ability, talent, and knowledge are identified within the performance and related to previous performances.
- Identification of Weaknesses -- Areas for further improvement are identified and discussed.

6. **An Idaho fourth grader demonstrates the ability and skills to work collaboratively.**

LIST OF TRAITS

- Monitor Behavior -- Personal behavior in group activities is monitored and consideration for individual differences is demonstrated.
- Team Skills -- Active listening and participation skills are used in group activities.
- Provide Feedback -- Constructive comments on cooperative work are given and received.
- Group Functioning -- How the group does its work is assessed and managed with conflict resolution skills used to solve problems.
- Ethnic and Racial Differences -- Learns to live in a changing society with mutual respect and appreciation for others.

7. **An Idaho fourth grader demonstrates characteristics of an effective lifelong learner.**

LIST OF TRAITS

- Vision -- Goals and Priorities are identified.
- Self-esteem -- A positive vision of self and others is developed. A positive desire to learn is demonstrated.
- Initiative and Perseverance -- The desire and ability to plan, implement, and conclude a project over time is demonstrated.
- Responsibility -- Responsibility for personal actions is assumed.
- Adaptability -- Changes and challenges are dealt with in a positive way.
- Skills of Strategic Learner -- A variety of strategies for learning are explored.

IDAHO

STATEWIDE

TESTING PROGRAM

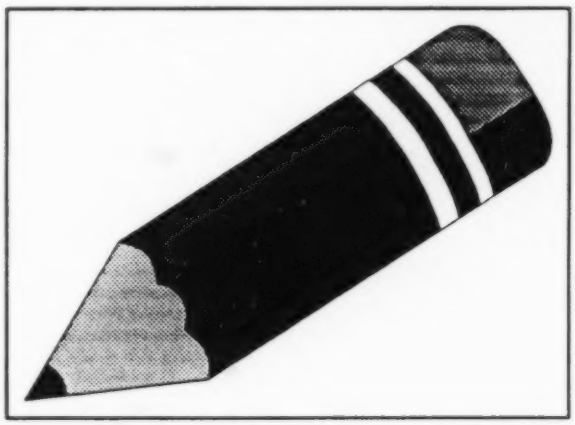
ENHANCED
AND
EXPANDED

The enhanced statewide testing program will include standardized or "norm-referenced" testing, assessments of student performance (that is, what students can do with their knowledge and skills), and participation in a national trial state-by-state comparison.

Test results provide information in three vital areas. First, for the **individual student,** test results allow teachers, parents, and the student to measure progress, to determine strengths, and to identify areas where the student needs more help. Second, for the **school** and **school district,** test results over a period of time are an important part of evaluating curriculum, textbooks, and instructional methods. Third, for the **State,** test results allow Idaho to compare its public education efforts with those of other states.

No one test will provide all of this information. Thus, Idaho proposes a multi-purpose, multi-year testing and assessment program to measure the rate at which students acquire information and skills and the use to which students can put their knowledge.

STANDARDIZED NORM-REFERENCED TESTING



A standardized, norm-referenced test has two characteristics: first, it measures what students have learned **over time** (rather than most recently-acquired information); and second, it is administered under **prescribed conditions** to all test-takers.

Idaho will continue to use two standardized tests: the Iowa Test of Basic Skills (ITBS) for fourth and eighth grade students, and the Tests of Achievement and Proficiency (TAP) for high school juniors. Students are tested in reading comprehension (including vocabulary), language (including spelling, capitalization, punctuation, usage, and written expression), and mathematics (including concepts, estimation, problem-solving, data interpretation, and computation). No single norm-referenced test is used everywhere in the U.S., but both the ITBS and TAP are used in enough states to give Idaho a way of comparing its students to students throughout the nation.

As a result of the testing expansion, Idaho will:

- **Continue the TAP** test for eleventh grade students.

- **Continue the ITBS** test for eighth grade students, but eliminate the sixth grade test and instead give the ITBS to fourth graders.

Advantage: Together, the ITBS and TAP tests give Idaho a multi-year range of results through elementary, middle or junior, and high school years.

- **Change to a Form K test** for the ITBS and TAP. The Form K test seems to have clearer and more relevant questions. The math portion is similar to the test administered nationally in 1993, and allows Idaho to keep track of student progress. The Form K test is administered in October.

Advantage: Students and teachers will see test results while they still have more than half of a school year to work on areas where improvement is needed. In addition, Idaho school patrons can see current-year scores, rather than waiting until the school year is over.

PERFORMANCE ASSESSMENTS

A performance assessment measures both what a student knows and what a student can do with that knowledge. It requires a student to "show" or demonstrate something, and it usually cuts across several curricular areas (requiring the student, for example, to draw on what he or she has learned in language arts, mathematics, science, and the social studies).

For the past twelve years, Idaho has used the **Direct Writing Assessment (DWA)** to measure language arts and writing skills of eighth and eleventh grade students. The scoring (done by trained teachers from throughout the state) is "holistic" -- that is, each essay is judged on how it reads, how well it is written, whether the student responds to the question, and whether the student uses words, punctuation, and grammar correctly. Thus students must "perform" using the knowledge they have acquired in school.

As a result of the testing expansion, Idaho will:

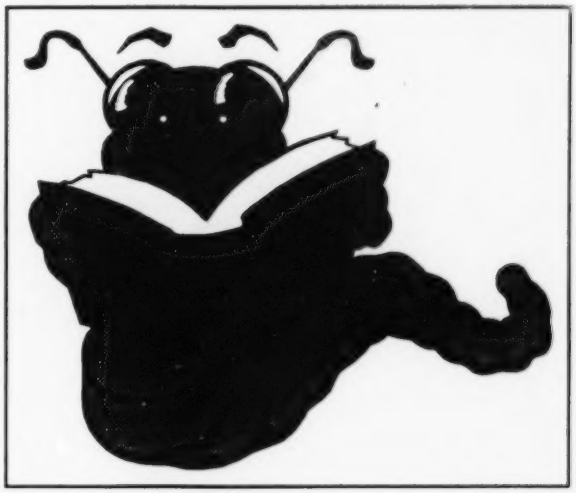
- **Continue the Direct Writing Assessment** for eighth and eleventh grade students, and **add fourth grade students** for earlier identification of any reading, writing, or language arts problems.

- **Add a Performance Math Assessment** (PMA) for fourth and eighth grade students to measure how well students can understand and solve problems and defend the results.

- **Add Interdisciplinary Performance Assessments** (IPA) for students in grades 9-12. These assessments will cross curricular lines, will require students to work both in and out of class, can be either single-student or team projects, and will require students to use skills in research, technology, writing, and oral presentations.

Advantages: Like the DWA, the PMA and IPA are developed in Idaho (by the Department of Education) and scored by Idaho teachers trained to evaluate the student work (and thus are knowledgeable about what it "takes" to be proficient in an area). These assessments will be the bridge between educational goals and actual student performance, allowing teachers, students, and patrons to measure success through practical demonstrations of knowledge and skill.

STATE-BY-STATE COMPARISONS



The federal **National Assessment of Educational Progress (NAEP)** collects information about what the nation's students know and can do, and what factors influence student learning and achievement. For example, students might be asked about time spent watching television versus time spent on homework, while teachers and administrators are asked about professional preparation or teaching conditions.

From time to time, NAEP conducts so-called "trial assessments" in various subjects and at different grade levels using randomly-selected students as preliminary work to developing national exams. State participation is voluntary, and states may decline to have their results released. In 1992, Idaho took part in mathematics trial assessments at the fourth and eighth grade levels and in a fourth grade reading trial. Trial assessment results are reported only as **state-by-state comparisons;** no individual student, building, or district results are available.

As a result of the testing expansion, Idaho will:

- Voluntarily participate in **future NAEP trial assessments.**
- Agree to **release Idaho's test results** as a part of the national reporting of subject-matter trial assessments.

Advantages: In the absence of a national, mandatory testing program, NAEP assessments are the best source of comparison between Idaho's students and students in other states. Each year the subject changes, and thus over a decade Idaho will have a broad base of information about student performance.

GRADE	4	8	9	10	11	12
STANDARDIZED/NORM REFERENCE TESTS						
Iowa Tests of Basic Skills (ITBS)						
Tests of Achievement and Proficiency (TAP)						
PERFORMANCE ASSESSMENTS						
Direct Writing Assessment (DWA)						
Performance Math Assessment (PMA)						
Interdisciplinary Performance Assessments (IPA) (Math, Language Arts, Social Studies, & Science)						
STATE-BY-STATE COMPARISONS						
National Assessment of Educational Progress (NAEP)						

ELEMENTARY SCHOOL
MIDDLE SCHOOL
AND
SENIOR HIGH SCHOOL
IMPROVEMENT PROCESS

The State Department of Education recommends that Idaho elementary, middle, and senior high schools develop a school improvement plan which focuses on exit performance standards. An effective school improvement planning process requires the involvement of parents, community patrons, school staff, administration, and trustees. The National Study of School Evaluations has published model improvement plans for middle and high schools. The State Department of Education has developed an elementary model for school improvement based on information provided by the National Study of School Evaluations, Standards for Quality Elementary Schools, and Every Child Can Succeed.

SCHOOL IMPROVEMENT PLAN

The School Improvement Plan should include the following components:

- Development of the School/Community Profile
- Formulation of Beliefs and Development of the School's Mission Statement
- Identification of Exit Performance Standards
- Analyzing Alignment of Student Performance, Instructional and Organizational Effectiveness with Exit Performance Standards
- Development of the School Improvement Plan

If a school decides to participate in the process to develop a school improvement plan and has already completed some of the above components, the school need only review them to make sure they are still relevant. Once a school starts through the process, the model becomes cyclical and allows for a re-examination of the previously completed components. Upon completion of the entire process, and after the plan has been implemented for a period of time (three to five years) the process recycles, starting with a review of the school and community profile. (See Chart, p. 39.)

Development of the School/Community Profile

To accomplish this task, the school will gather and analyze information in a variety of areas including student performance; curriculum; school climate; staff; socioeconomic conditions within the community; and state, regional, and federal factors which impact the school conditions within the community; and state, regional, and federal factors which impact the school program.

Formulation of Beliefs and Development of the School's Mission Statement

The school staff and community will first develop a list of beliefs to guide the decision making within the school. Using those beliefs as their guiding principles, the school staff and community will develop a mission statement that reflects a collective school vision. This vision will focus on the role that the school must assume in shaping the future and in providing educational opportunities for all students.

Identification of Exit Performance Standards

Exit performance standards represent items, such as knowledge, skills, and understanding which the school staff and community agree that students should have when they exit the school. The school staff and community will use the mission statement to guide them as they develop exit performance standards.

Analyzing Alignment of Student Performance, Instructional, and Organizational Effectiveness

The school staff and community will analyze instructional and organizational effectiveness in light of how well students achieve the exit performance standards. Evident misalignments among student performance, instructional practices, organizational practices, and exit performance standards become target areas for possible inclusion in the School Improvement Plan.

Development of School Improvement Plan

The culminating and most important activity for the school is to determine what must be done to achieve the exit performance standards and to accomplish the mission of the school.

School improvement planning provides an orderly process for (a) selecting the most appropriate areas upon which to focus improvement efforts, (b) developing plans which are designed to improve performance within the school, (c) implementing those plans, and (d) monitoring the process to ensure that the plans have been successful.

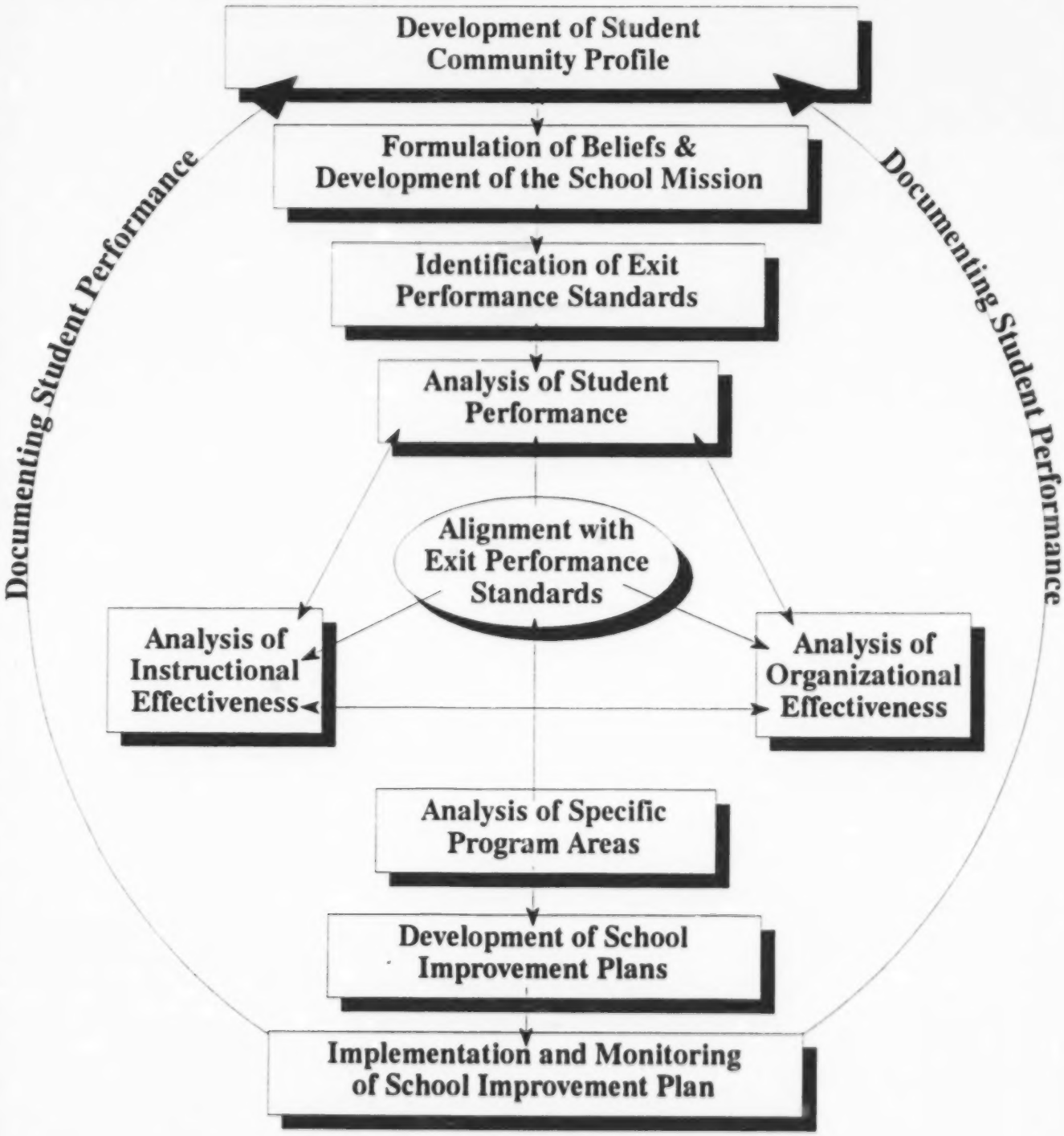
PERFORMANCE BASED ACCREDITATION

Schools planning to adopt a performance based accreditation process must first receive approval from the State Department of Education to initiate a School Improvement Plan as described on pages 36 and 37.

To be accredited initially, a school must submit a complete School/Community Profile during the initial year and an updated report each year thereafter. In addition, there must be annual reporting on the status of personnel, certification, facilities, and records. Also included in the annual report is verification of appropriate systematic progress on the School Improvement Plan, validated by the school principal and an outside resource person assigned to work with the school.

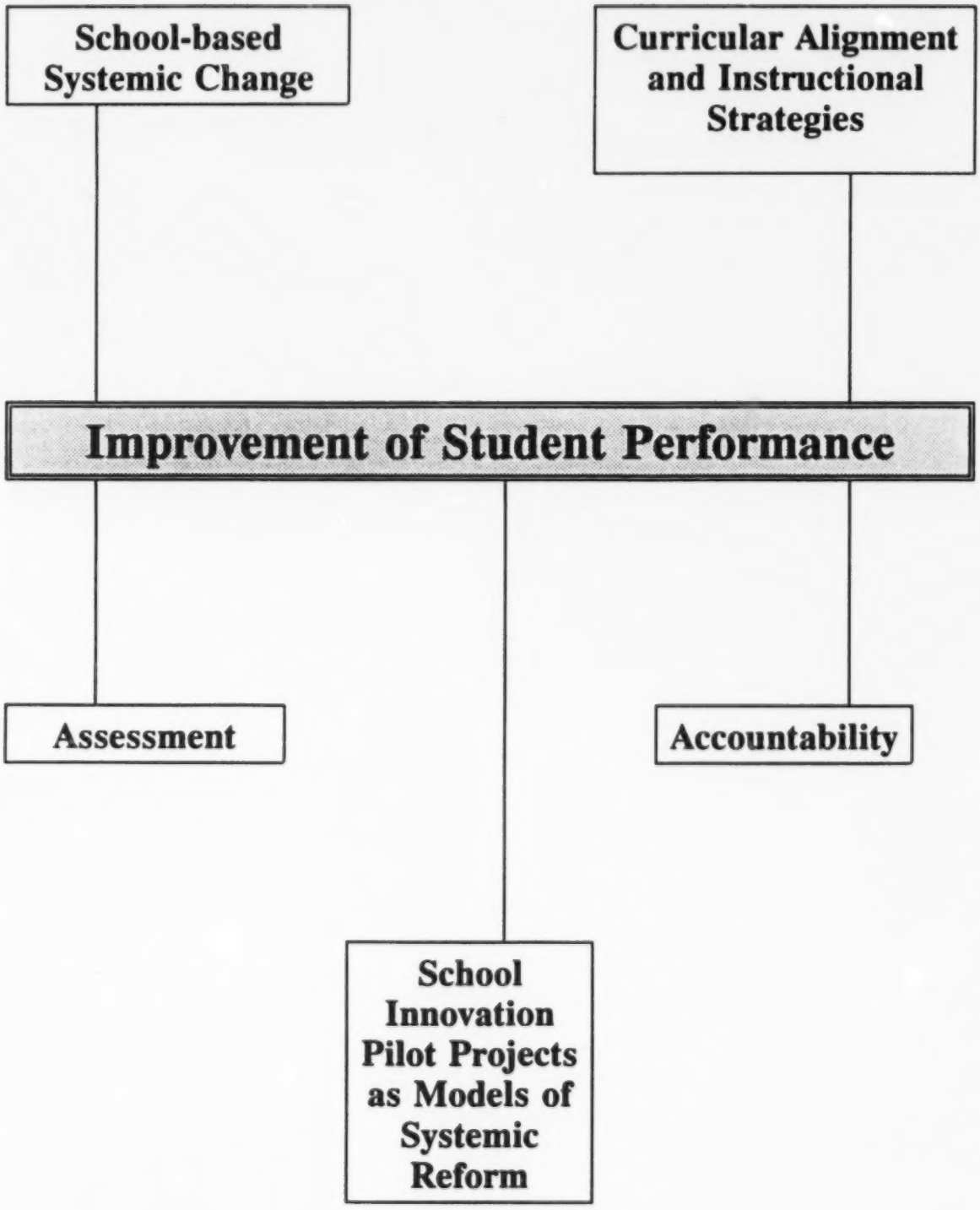
Upon completion of the process and a positive, on-site review by a visiting team, the school will receive a standard accreditation rating. After the fifth year, the school will repeat the process of developing a new school improvement plan beginning with a review of the School/Community Profile. (See Chart, p. 39.)

SCHOOL IMPROVEMENT PLAN


Development of Student Community Profile
Formulation of Beliefs & Development of the School Mission
Identification of Exit Performance Standards
Analysis of Student Performance
Alignment with Exit Performance Standards
Analysis of Instructional Effectiveness
Analysis of Organizational Effectiveness
Analysis of Specific Program Areas
Development of School Improvement Plans
Implementation and Monitoring of School Improvement Plan
Documenting Student Performance
Documenting Student Performance

ADDENDUM

Charts for Workshops


School-based Systemic Change
Curricular Alignment and Instructional Strategies
Improvement of Student Performance
Assessment
Accountability
School Innovation Pilot Projects as Models of Systemic Reform

ALIGNMENT

CURRICULUM AND INSTRUCTION
(What We Teach)

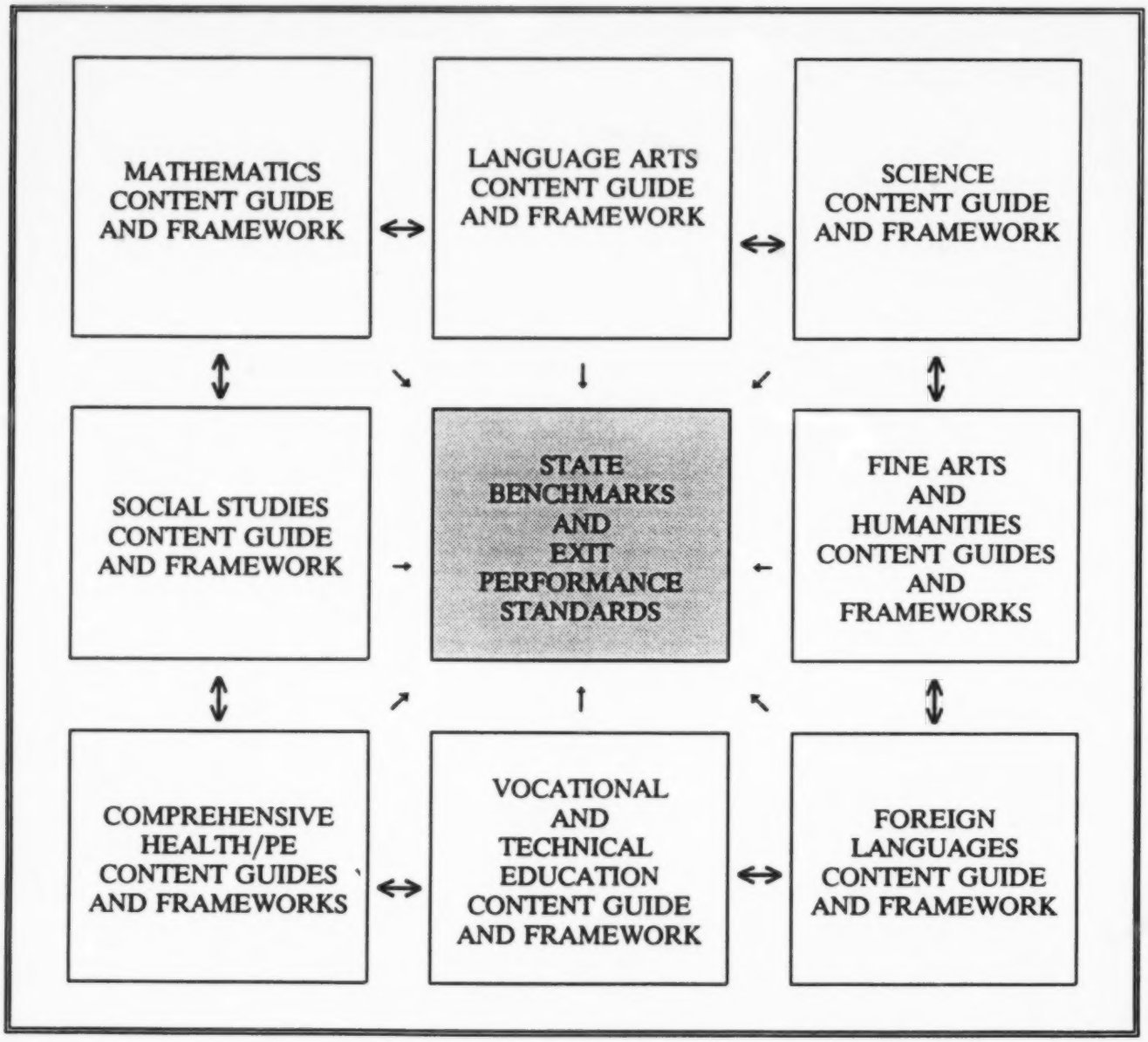
ASSESSMENT
(How We Test What We Teach)

ACCOUNTABILITY
(How We Report the Results of Improved Student Achievement)

THE RELATIONSHIP OF SUBJECT AREA GOALS AND OBJECTIVES TO EXIT PERFORMANCE STANDARDS

Each curricular content guide and framework describes the scope and sequence of instruction and learning within each curricular area through grade-level goals and objectives. Recommended teaching and assessment practices are also included.

Collectively each curricular content guide and framework addresses the Exit Performance Standards by encouraging the integration of student learning across the curricular areas. The integration of learning is supported by the acquisition of knowledge and skill in each curricular area, and it is enhanced by encouraging integrated instruction.


MATHEMATICS CONTENT GUIDE AND FRAMEWORK
LANGUAGE ARTS CONTENT GUIDE AND FRAMEWORK
SCIENCE CONTENT GUIDE AND FRAMEWORK
SOCIAL STUDIES CONTENT GUIDE AND FRAMEWORK
STATE BENCHMARKS AND EXIT PERFORMANCE STANDARDS
FINE ARTS AND HUMANITIES CONTENT GUIDES AND FRAMEWORKS
COMPREHENSIVE HEALTH/PE CONTENT GUIDES AND FRAMEWORKS
VOCATIONAL AND TECHNICAL EDUCATION CONTENT GUIDE AND FRAMEWORK
FOREIGN LANGUAGES CONTENT GUIDE AND FRAMEWORK

CURRICULAR ALIGNMENT

IDAHO GOALS

A broad description of what is important in achieving proficiency in each subject area.

EXIT PERFORMANCE STANDARDS

What high school graduates should know and be able to do.

CURRICULAR FRAMEWORKS

A design that "Frames" a series of critical components describing what we teach and how we assess it.

SCHOOL IMPROVEMENT PLANNING PROCESS

SCHOOL/COMMUNITY PROFILE

What do you know about your school/community that affects your school?

↓

BELIEF STATEMENT

What do you believe the purpose of your school is?

↓

VISION STATEMENT

How do you see your school in the future?

↓

MISSION STATEMENT

What do you believe your school should do for students?

↓

IDENTIFY EXIT PERFORMANCE STANDARDS

What do you want <u>all</u> students to know and be able to do?

↓

ALIGNMENT

ORGANIZATION OF THE SCHOOL

Does your school structure support what you want to do?

↓

CURRICULUM

What is to be taught? What is to be learned?

↓

INSTRUCTION

How are you going to teach it?

↓

ASSESSMENT

How are you going to measure what is learned?

↓

DEVELOP SCHOOL IMPROVEMENT PLAN

How do you "fix" what is wrong?

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to Jerry L. Evans, State Superintendent of Public Instruction, 650 West State Street, Boise, Idaho 83720-3650, (208) 334-3300, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.